

	Autumn 1 (7.5 weeks)		Spring 1 (6 weeks)		Summer 1 (4 weeks - 5 weeks as taking 1 week from Summer 2 history)	
Nursery (Understanding the World - People, culture and communities)	Journeys to school (Explore the local environment) Autumn changes (Seasonal change)	Winter (Seasonal change)	Exploring the local environment (Locality)	Explore what the countryside is. (Contrasting environment)	Caring for plants/ animals and exploring where they grow and live. (Locality/ Field work)	Exploring what is at the seaside. (Physical Geography)
Reception (Understanding the World - People, culture and communities)	Exploring the local community. (Locality - field work) Explore the local environment (simple maps).	Seasons (Physical Geography)	Day and night (Physical Geography)	Comparison between polar regions and the jungle. (Contrasting Environments)	Locality (Field work) (Explore changes to/quality of environments. How we care for the environment)	Caring for the world (Contrasting environments)
Year 1	<p>Where do I live? <i>(Local)</i> (UK and mapping local area)</p> <p>How best can I map my school and local area? <i>So that I know my way around my school and local area</i></p>		<p>Coastal areas <i>(National)</i> What can I find at the seaside? <i>So I can describe the physical and human features of the coast.</i></p>		<p>Town and countryside <i>(National)</i> How many towns make up 'The Potteries'? <i>So that we know the difference between different types of settlements.</i></p>	
Year 2	<p>What is London like? <i>(National)</i> What are the features of a capital city? <i>So that I can</i></p>		<p>Trip to the Extremes <i>(Global)</i> (Arctic and desert) Do you prefer a hot or cold climate? <i>So that I can explain</i></p>		<p>Around the world; Country study- Egypt. <i>(Global)</i> Can I describe the human and physical geography of Egypt? <i>So</i></p>	



	<i>compare a city with my local area.</i>	<i>human reactions to the physical environment?</i>	<i>that I can compare Egypt with the UK</i>
Year 3	<p>The United Kingdom (including region of Peak District) <i>(National)</i></p> <p>What natural beauty is there in the United Kingdom? <i>So that we can appreciate the need to protect special spaces.</i></p>	<p>The rainforest <i>(Global)</i></p> <p>What is the true cost of losing our rainforest? <i>So that we know and can explain the effects of anthropogenic impact.</i></p>	<p>Where does our food come from? <i>(Global)</i></p> <p>Can we always choose locally sourced food? <i>So that we can make informed choices.</i></p>
Year 4	<p>Investigating Rivers in the UK <i>(National)</i></p> <p>Where do all rivers lead to? What are our local and national rivers? <i>So that we can explain why they are important.</i></p>	<p>Tourism across the Globe: Exploring countries <i>(Global)</i></p> <p>What are the pros and cons of tourism? <i>So that we can be responsible world travellers.</i></p>	<p>Settlements and land use</p> <p>What makes a good settlement? <i>So that we can explain why people choose to live in different places.</i></p>
Year 5	<p>Local area study: Trentham lakes <i>(Local)</i></p> <p>How has the local land use at Trentham changed over time? <i>So that we can identify how people's leisure activities have changed over time.</i></p>	<p>Extreme Earth: volcanoes, earthquakes and temperatures. <i>(Global)</i></p> <p>What causes extreme physical reactions? <i>So that we can explain the possible impact of climate change.</i></p>	<p>European country: Greece (comparison with UK) <i>(Global)</i></p> <p>What is tourism like in the UK and Greece? <i>So that we can understand how tourism benefits different countries.</i></p>
Year 6	<p>South America: Comparing life in different areas (affluent areas and Favelas) <i>(Global)</i></p>	<p>Earning a living: World Trade and Economics (including Fair Trade) <i>(National + Global)</i></p>	<p>Famous Geographers of the past; comparing travel now and then <i>(Global)</i></p> <p>Can we recognise amazing journeys made by explorers in the</p>



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	<p>Is society equal in Brazil? <i>So that we can explain the inequalities of wealth.</i></p>	<p>Why is fair trade the right way to do business? <i>So that we can explain equity.</i> <i>(Co-op Values curriculum - value: Equity)</i></p>	<p>past and identify how these differ from today? <i>So that we can consider how we can be responsible travellers.</i></p>
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